

Motivation Formula



Understanding Motivation

A person's level of motivation on any given task is a product of both how much the person wants the rewards that accompany success and how much he or she expects to be successful.

Most people are motivated to engage in a particular behavior by a complex mix of intrinsic and extrinsic factors.

A person is intrinsically motivated when the pleasant consequence of a behavior are natural, or directly related to the essential nature of that behavior.

A person who is
intrinsically
motivated to
read reads
because he likes
to learn new
things, enjoys a
good story, and
finds curling up
with a book
relaxing.





The person who is intrinsically motivated to ski does so because she finds the speed exhilarating, the fresh air pleasant, and the feeling of exhaustion at the end of a challenging day gratifying.

Extrinsic

Extrinsic motivation occurs when someone engages in a behavior because of pleasant consequences that are not directly related to the essential nature of the behavior.

Examples

Babies tend to utter “mama” and “dada” more frequently than other sounds because of the reactions (smiles, tickles, praise) these sounds elicit from the most significant people in their lives.



Examples

A college student continues to attend and write papers for a class that she does not like because she wants a certain grade and because doing well in the class will move her towards her desired goal of a degree.

CHAMPS: A Proactive & Positive Approach to Classroom Management, Randy Sprick, Ph.D. page 27



Examples



A six-year-old child makes his bed to get lavish praise from his mom and dad regarding how responsible, hardworking, and helpful he is.

Extrinsic vs Intrinsic

Some people feel that students should perform all tasks based on intrinsic motivation. We must address both types of reinforcement to be successful. It is difficult to determine exactly what is motivating a person.

Extrinsic vs Intrinsic

Consider our examples:

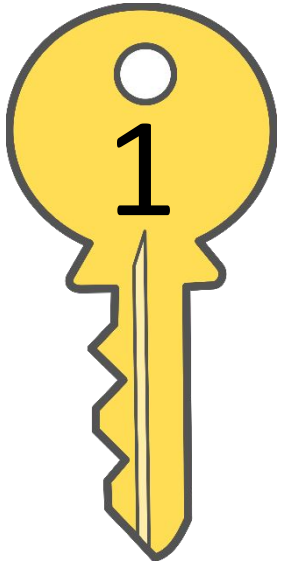
Reader- Also enjoys having people tell him he is smart

Skier- Also likes others commenting on her skill

Baby saying “mama”- Enjoys making noise

College student- Sometimes the class is interesting

3 Key Concepts:



In the early stages of learning something new or when learning something difficult, some students are not likely to be motivated to engage in the behaviors necessary to learn.





As the student becomes more proficient, plan to fade the use of extrinsic motivators in favor of more natural consequences. If you do not fade the extrinsic rewards, the behavior is unlikely to be sustained because the teacher will not always be around to provide the extrinsic incentives.



A student who has had a lot of academic success is more likely to feel excited about the challenge of a tough course than the student who has failed at academic pursuits in the past.



How do we easily explain motivation?

Motivation Formula!

Expectancy x Value = Motivation

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Expectancy is the degree to which an individual expects to be successful at the task.

Value is the degree to which an individual values the rewards that accompany that success.

Expectancy x Value = Motivation

The power of this theory is its recognition that a person's level of motivation on any given task is a product of both how much the person wants the rewards that accompany success and how much the person expects to be successful.

Example

Expectancy: Due to past experiences, Morgan knows if she cleans her room she will get to borrow her parents car. She has cleaned her room before and knows she can do it.

Value: Morgan wants to take the car out on Saturday night so she can be with her friends.

Expectancy Rate 10 x Value Rate 10 = 100 Motivation

Morgan will clean her room

Example

Expectancy: Krishna knows he will get 100% on his math test because he has his facts memorized.

Value: Krishna knows that he already has an A in the class and that getting an F on this test will only make it drop to an –A.

Expectancy Rate 10 **x** Value Rate 0 = 0 Motivation

Krishna will not take the test.

Example

Expectancy: Crystal has failed the high school exit exam four times by a considerable amount, her counselor told her she probably won't ever pass and she believes him.

Value: Crystal wants to pass high school because she will be the first person in her family to graduate.

Expectancy Rate 0 X Value Rate 10 = 0 Motivation

Crystal will not take the test again.

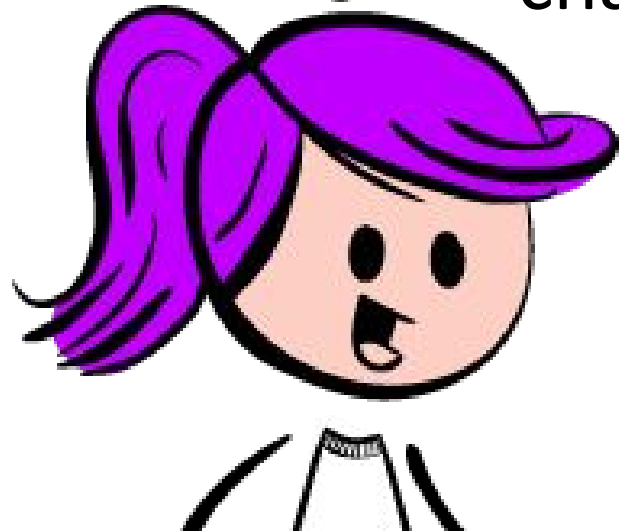
Independent Practice

Take a **few minutes** to consider the following, quietly write it down in your notes:



Think of a time you were not successful at reaching your goal. What was missing? Write down your motivation formula and what you would have to do to change the outcome.

Think of a time you were successful at reaching a goal. Why were you successful? Write down your motivation formula and what you did to reach your goal.



Increasing Motivation

To be motivated to try something students have to believe they can be successful.

Low expectations predict low achievement.

You can increase their Expectancy and their Value but first **You need to believe in the POTENTIAL of every student**

Increasing Expectancy

- Assign work on the student's functional level.
- Implement effective instructional practices.
- Modify academic assignments to improve instruction and increase the success of a struggling learner.
- Provide tutoring and extra help.
- Set and share positive expectations of success, "I know you can do it!"
- Help the student practice positive self talk, "I think I can."

Increasing Value

- Non-contingent attention
- Positive feedback
- Strive for a 3:1 ratio of positive to negative interactions.
- Intermittent celebrations
- Use effective communication skills.
- Maintain a positive relationship with the student.
- For academic tasks, explain how the activity will be useful, link to prior knowledge, describe what the student will eventually be able to do.

Non-Contingent Attention

“Just because” Attention

- Greet your students, say goodbye.
- Show an interest in students’ work, hobbies, interests.
- Invite student to ask for assistance.
- Whenever time permits, engage in conversation with students.
- Make a special effort to greet or talk to any student with whom you’ve had a recent interaction regarding a misbehavior. (“10 Most Wanting”)
- Remember what they tell you.